

# ITGS COURSE SYLLABUS

Farmington Public Schools

CTE Program: Digital Multimedia & Information Resources Design 11.0801

Mr. Grzegorzczuk (Mister Greh-gore-check)

Please feel free to call me Mr. G. Email is the best way to reach me during the school day. I travel between NFHS and HHS each day.

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Voicemail (248) 426-2951

## MR. G's 2016-17 SEMESTER 1 SCHEDULE

1st Period: Computer Science @ NFHS, Room 214

2nd Period: Travel to HHS

3rd Period: IBDP HL Information Technology in a Global Society (ITGS) @ HHS, Room 383

4th Period: Computer Science @ HHS, Room 383

5th Period: Web Design @ HHS, Room 383 AND Advanced Web Design @ HHS, Room 383

6th Period: Planning Time

Club Advisor: [Girls On Technology](#), [Business Professionals of America](#), [Technovation](#)

*This document explains the major features of the course and was last updated on September 5, 2016. Details regarding coursework including learning goals, daily classroom activities, and homework can be always be found via Edmodo. Edmodo is a Learning Management System (LMS) that allows us to communicate effectively while we maintain our focus on student achievement and learning.*

*Parents can access Edmodo by obtaining a unique parent join code by emailing any one of their child's teachers. I recommend setting up your Parent Edmodo account for the first time from a computer. After the initial setup is complete you may find the smartphone app to be useful however you will see more via Edmodo from a laptop or desktop computer. Students will get their Edmodo join codes from their respective teachers during the first week of school.*

## Student Edmodo Join Code

ITGS [49z8th](#)

## WELCOME TO ITGS!

My objective as your teacher is to connect you with the knowledge, information, and resources you need to make discoveries and conclusions that will help you learn and reach your full potential. In a safe and secure learning environment I will strive to lead inquiry-based instruction that is conducive to learning. I will share and present course content in innovative and thought provoking ways and utilize industry standard technologies as tools to facilitate learning. I will utilize inquiry-based, student-centered, and standards-based approaches to maximize learning and student achievement. I look forward to working with you this semester.

This class has been designed specifically to promote active participation and foster a learning community amongst students through a combination of face-to-face labs and online coursework. Students should expect to budget 3-5 hours each week outside of class for homework, enrichment, and review.

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## COURSE DESCRIPTIONS

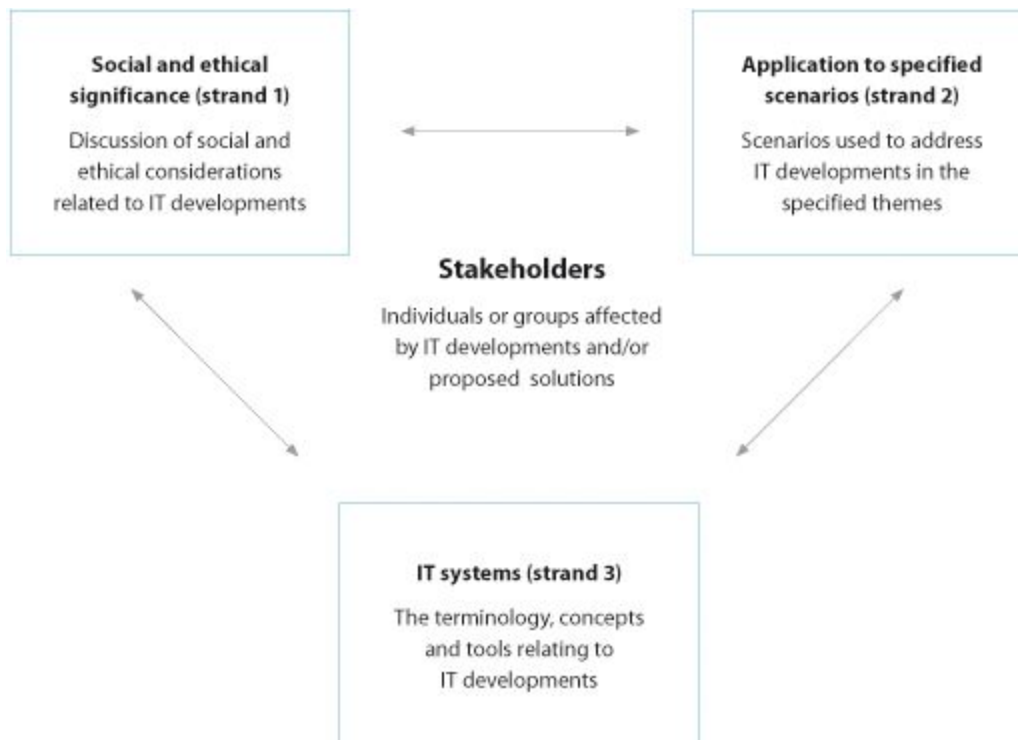
### Welcome to ITGS!

My objective as your teacher is to connect you with the knowledge, information, and resources you need to make discoveries and conclusions that will help you learn and reach your full potential. In a safe and secure learning environment I will strive to lead inquiry-based instruction that is conducive to learning. I will share and present course content in innovative and thought provoking ways and utilize industry standard technologies as tools to facilitate learning. I will follow an inquiry-based, student-centered, standards based approach to teaching and active learning. I look forward to working with you.

### PREREQUISITES

Web Design, Advanced Web Design, and Microsoft Academy are suggested prerequisites but are not required. Students should be comfortable navigating Windows and managing files and folders. Students will be required to access files, links, and open and share documents online. All students must have a Gmail address that can be kept active during the course and access to a computer with a high speed Internet connection for various homework learning activities outside of the school day.

The ITGS TRIANGLE guides every activity and is the basis for all ITGS analysis.



ITGS requires a considerable amount of higher order thinking skills such as application, analysis, synthesis and evaluation. ITGS is as rigorous as other group 3 subjects. ITGS requires an Internal Assessment (IT Project) and three external assessments (Paper 1, Paper 2,

and Paper 3). Each of the three externally assessed components is significantly different. Detailed information about the ITGS assessments can be found in the ITGS Subject Guide.

ITGS candidates must know the terminology that is used in the Guide and use it throughout the assessments. ITGS terminology is defined to be both IT terminology and terminology related to social and ethical considerations. Candidates must understand the requirements of all the [command terms](#) (ITGS Guide pages 71-72) as they are used in the assessment of all components for all Group 3 subjects. [Command Terms](#) will be consistently used throughout all assignments and projects.

Throughout the two year course all candidates will be given the opportunity to author many responses to questions similar to those asked on the various examination components. Candidates will receive feedback that will help facilitate and improve their knowledge, ability to research technical concepts and impacts, the use of ITGS terminology, and organizational skills in their written responses.

Important ITGS Strategies:

- ITGS terminology and concepts must be understood - "ITGS terminology refers to both the IT technical terminology and the terminology related to social and ethical impacts."
- It is important to understand "how ITGS works". Students must be able to describe step-by-step IT processes.
- Multimedia material (i.e. video and podcasts) are vital to the ITGS learning experience.
- Reading is not enough! Experiential learning, research, group investigations, and hands-on activities provide experiences in ITGS concepts that are vital to understanding the triangle.
- ITGS must be placed in real contexts (actual scenarios from news articles, studying real situations that exemplify the information presented in the Subject Guide)
- Regular discussion and analysis of current news items relevant to ITGS will be used to prepare students for content that will appear on the externally assessed components.

[Requirements for the IB Diploma Programme and Certificate](#)

## LEARNING RESOURCES

[ITGS Subject Guide](#)

<http://blogs.4j.lane.edu/yamada/files/2009/09/IB-ITGS-guide.pdf>

**All parents and students should read the subject guide critically. This is the most important ITGS resource and is the basis for everything we will do.**

[HHS HL IBDP ITGS Syllabus](#)

<https://docs.google.com/document/d/1bFtzK3sEN5X-aTuCWedaxISzDG9BM5-czRSmvhVU2DE/edit?usp=sharing>

**Digital Planet: Tomorrow's Technology and You**, George and Ben Beekman. 10th Edition. © 2012 Pearson Education. ISBN 9780132091251.

This book explains how various technologies work, how they are used to solve problems and extend human capabilities, and how our ever-growing network of digital devices affect our lives, our world, and our future.

**A Gift of Fire**, Sara Base. 4th Edition. © 2013 Pearson Education. ISBN 9780132492676.

This book examines the Social, Legal, and Ethical Issues for Computing Technologies.

**Information Technology in a Global Society**, Stuart Gray. 1st Edition. © 2012 Stuart Gray. ISBN 9781468023619.

This textbook has been developed independently of the International Baccalaureate® This book was written specifically for the ITGS course by another ITGS teacher. This book BROADLY covers technical systems, social impacts and ethical issues, and each area of application and offers many valuable learning activities however all information provided in the text should be examined critically.

[ITGSopedia Global Wiki](#)

<http://itgsopedia.wikispaces.com>

Global ITGS Wiki. Contains resources on every topic in the ITGS guide.

[HHS ITGS Wiki](#)

<http://hhsitgs.wikispaces.com/>  
Mr. G's ITGS Class Wiki used by both first and second year ITGS students

#### [ITGS Key Terms](#)

Definition lists of all ITGS Key Terms.

#### [ITGS Textbook Companion Website](#)

<http://www.itgstextbook.com>  
Companion website for ITGS textbook.

#### [BBC News Technology](#)

This resource should be read daily by all students to stay abreast of ITGS in the news.

#### [New York Times Technology](#)

This resource should be read daily by all students to stay abreast of ITGS in the news.

#### [Mashable Tech](#)

#### [Wired](#)

#### [Fast Company](#)

#### [Huffington Post Technology](#)

#### [TED Technology Talks](#)

#### Podcasts

##### Note to Self

<http://www.wnyc.org/shows/notetoself/>

##### Radiolab

<http://www.radiolab.org/series/podcasts/>

#### ITGS Films

Modern Times (1936)

Enemy of the State (1998)

War Games (1983)

The King of Kong: A Fistful of Quarters (2008)

I, Robot (2004)

The Social Network (2010)

Blade Runner (1982)

Hackers (1995)

Minority Report (2002)

Pirates of Silicon Valley (2005)

Eagle Eye (2008)

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#### Course Management

<http://www.edmodo.com>

#### Citations and Social Bookmarking

IB Guide to Effective Citing and Referencing

<http://goo.gl/fvm8z1>

#### Diigo Collaborative Research and Annotations

<https://www.diigo.com/>

EasyBib is an intuitive information literacy platform that provides citation, note taking, and research tools that are easy-to-use and educational.

<http://www.easybib.com/>

#### Infographics

<http://blog.hubspot.com/blog/tabid/6307/bid/34223/5-infographics-to-teach-you-how-to-easily-create-infographics-in-powerpoint-templates.aspx?source=hspd-outbrain-5-infographics-to-teach-you-how-to-easily-create-infographics-in-powerpoint-templates-20131010>

Backchanneling Platforms

<https://todaysmeet.com/>

<http://www.twitter.com>

Brainstorming

<http://en.linoit.com/>

Adobe Creative Cloud Free Trial

<http://www.adobe.com/downloads.html>

Recommended Facebook Groups

2016 ITGSopedia Case Study

ITGSopedia

BBC News Tech

New York Times Tech

International Baccalaureate

Fast Company

Wired

## **COURSE STANDARDS**

ITGS standards can be found in the [IBDP ITGS Subject Guide](#).

ITGS is heavily inquiry based and has been designed specifically to promote active participation and foster an efficient learning community amongst students through a combination of face-to-face labs and online coursework. Students should expect to budget 5-10 hours each week outside of class for homework and review.

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## **PUNCTUALITY AND ATTENDANCE**

Arriving to class on time is important in fostering a professional learning environment. A tardy is accrued if you choose not to be in the classroom when the bell sounds. Good attendance is essential for success in this course. Classes will consist of demonstrations, guided practices and discussions, group projects, individual projects, quizzes, tests, and many other productive proceedings and activities; therefore, good attendance is extremely important. Students perform best academically when they are present, on time, and are not distracted by their mobile devices.

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## **ACADEMIC INTEGRITY**

In the interest of facilitating learning and preparing students for life post high school, an Academic Integrity Code will be enforced to protect the intellectual property of everyone within and [outside](#) of our educational community.

Please review the [Academic Integrity Code](#) in its entirety during the first week of class.

[http://www.farmington.k12.mi.us/hhs/pdf/academic\\_integrity\\_code.pdf](http://www.farmington.k12.mi.us/hhs/pdf/academic_integrity_code.pdf)

Plagiarizing, cheating, gaining unauthorized access to or tampering with educational materials will not be tolerated. The [Farmington Public Schools Student Code of Conduct](#) and [Academic Integrity Code](#) will be compulsory.

All students must complete their own work. All students involved in any work that is copied, plagiarized, forged, forwarded, transferred, accessed, or submitted dishonestly will receive an automatic zero for that respective assignment, activity, or project.

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## **INSTRUCTIONAL SUPPORT TIME (IST)**

This year, FPS will begin Instructional Support Time (IST) to help students academically. Teachers will use IST to provide extra help to students, re-teach a concept, allow test make ups, have groups work on a project, etc. Teachers can give an IST pass to students who need extra help for their attendance in IST. IST will occur every Wednesday during the school year, with a few exceptions. IST will last 50 minutes, and will rotate and follow a period (1<sup>st</sup>-5<sup>th</sup>) or come before a period (6<sup>th</sup>).

Passes to work with student tutors can be obtained from Mr. G at the beginning of the week. More details regarding IST will be posted to Edmodo during the first weeks of school. IST is a great time to get extra help in a class, work on group assignments, IAs, EEs, College Applications, and/or enrichment activities.

## CITIZENSHIP EXPECTATIONS

### HHS Classroom Citizenship Rubric

(To receive a score, the student meets several, but not necessarily all of the following criteria.)

	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Infrequently Meets Expectations (1)
<b>Effort Work Ethic</b>	<b>EXEMPLARY...</b> <input type="checkbox"/> work ethic <input type="checkbox"/> preparedness <input type="checkbox"/> time management <input type="checkbox"/> assignment completion <input type="checkbox"/> demonstration of initiative	<b>CONSISTENTLY...</b> <input type="checkbox"/> demonstrates strong work ethic <input type="checkbox"/> prepared <input type="checkbox"/> manages time effectively <input type="checkbox"/> completes assignments in a timely manner <input type="checkbox"/> takes initiative	<b>INCONSISTENTLY...</b> <input type="checkbox"/> demonstrates strong work ethic <input type="checkbox"/> prepared <input type="checkbox"/> manages time effectively <input type="checkbox"/> completes assignments in a timely manner <input type="checkbox"/> takes initiative	<b>RARELY...</b> <input type="checkbox"/> demonstrates strong work ethic <input type="checkbox"/> prepared <input type="checkbox"/> manages time effectively <input type="checkbox"/> completes assignments in a timely manner <input type="checkbox"/> takes initiative
<b>Engagement in Learning</b>	<b>EXEMPLARY...</b> <input type="checkbox"/> participation <input type="checkbox"/> openness to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseverance <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contribution to group work	<b>CONSISTENTLY...</b> <input type="checkbox"/> actively participates <input type="checkbox"/> open to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseveres <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contributes to group work	<b>INCONSISTENTLY...</b> <input type="checkbox"/> actively participates <input type="checkbox"/> open to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseveres <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contributes to group work	<b>RARELY...</b> <input type="checkbox"/> actively participates <input type="checkbox"/> open to suggestions <input type="checkbox"/> seeks resources or remediation <input type="checkbox"/> perseveres <input type="checkbox"/> physically present in class <input type="checkbox"/> on task <input type="checkbox"/> contributes to group work
<b>Awareness Self &amp; Others</b>	<b>EXEMPLARY...</b> <input type="checkbox"/> demonstration of empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstration of positive behavior <input type="checkbox"/> willingness to work with others <input type="checkbox"/> demonstration of appropriate communication	<b>CONSISTENTLY...</b> <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstrates positive behavior <input type="checkbox"/> willing to work with others <input type="checkbox"/> demonstrates appropriate communication	<b>INCONSISTENTLY...</b> <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstrates positive behavior <input type="checkbox"/> willing to work with others <input type="checkbox"/> demonstrates appropriate communication	<b>RARELY...</b> <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> respectful of classmates, teacher, self, and environment <input type="checkbox"/> demonstrates positive behavior <input type="checkbox"/> willing to work with others <input type="checkbox"/> demonstrates appropriate communication

Every student will be held accountable for ALL classroom procedures and for adhering to the FPS Student Code of Conduct.

- Take care of yourself. Take care of others. Take care of our schools Harrison / North.
- Cell phones, electronic devices, and all accessories including earbuds and headphones will not be allowed in classrooms or in the hallways during class time. The exception to this is when your teacher grants permission to use electronics for school related activities. This means that phones should be silenced and out of sight the entire class period beginning the moment you enter the room. This includes charging devices while class is in session.
- Consume food and drinks outside of the computer lab. Water is always OK. Pick up the area around your workstation and put your materials away each day before you leave.
- Use school appropriate language at all times.
- Use restrooms and visit lockers before class. You must have a current planner / detailed pass or you will not be allowed to leave the room. Only one student is allowed out of the room at a time. No passes will be given for any reason during the first or last ten minutes of class.
- Stay in your seat until the bell rings. No one is excused until everyone is seated.
- Students who choose not to follow expectations will prepare an improvement plan or may be assigned IST or detention time. Students that have missing assignments and students who are not meeting expectations on learning goals will be required to attend Hawk Help Tutoring during IST. Failure to attend assigned Hawk Help Tutoring may result in a parent meeting with building Administration and further disciplinary measures.
- There will be a signup link posted to Edmodo for students to use to communicate when they would like to come in before school, during Instructional Support Time (IST), or after school to get extra help whenever needed. Please try to sign up 24 hours in advance so I can plan accordingly and be prepared to help you learn.

## GRADING AND ASSESSMENTS

Learning goals will be posted daily via Edmodo. Learning goals will identify what students will learn or be able to do as a result of instruction. Students will demonstrate what they learn through learning activities and assessments. Learning activities and assessments are designed to help students reach learning goals. Some learning activities are teacher led but most are student led. Students will consistently be asked to identify where they feel they are with each respective learning goal before, during, and after lessons with the following scale.

4-Blue	I know (can apply) it well enough to make connections that weren't explicitly taught or I could teach this to someone else so they could apply it. (I CAN TEACH THIS)
3-Green	I can successfully do this by myself and apply what I have learned on my own. (I CAN DO THIS)
2-Yellow	I'm starting to get it, but I still need some extra practice or coaching to get through this. I CAN learn this. (I CAN LEARN THIS)
1-Red	I am just starting to learn this and could really use some more help and practice. I don't quite understand this YET. (NOT YET)

Each unit will consist of reading assignments, guided learning activities, individual assignments, vocabulary tests online training, and will commence with a unit project or exam. If a unit project or exam has not been submitted due to an excused absence, students will have one extra school day per day of excused absence to complete it without a reduction in grade. **Students who are unexcused on the day of a unit exam or project will not receive credit for that exam or project.**

#### The ITGS Project (Internal Assessment)

- Students need to follow an iterative development processes for the Project using the Product Development Life Cycle (PDLC).
- Students must work closely with a client throughout the development of the project to develop an IT solution to a real problem.
- Successful projects follow the command terms and assessment objectives, adhere to the processes that must be completed, and use specific templates for the report provided by the IB.

#### Paper 1 and Paper 2 and Paper 3 (External Assessments)

Paper 1 is designed to test candidates' ability to address scenarios related to the whole course, then to concisely develop arguments based on those scenarios. Depth is expected rather than breadth so candidates are advised to develop ideas with a narrow focus rather than try to address a wide range of superficial ideas.

- Group 3 Command terms (i.e. organized according to ITGS Taxonomy based on Bloom's Taxonomy) will be used for discussions, assignments and in-class tests.
- ITGS will be placed in real contexts through the frequent discussion of current news items with guiding questions structured according to the Paper 1 and Paper 2 assessments.
- Frequent and extensive writing of Paper 1 and Paper 2 type questions is essential and will occur under timed conditions to help prepare students for the actual assessments.
- Students must develop notes (printed or digital) which they can review before the examinations. These should summarize all of the activities in the course and make connections between key concepts and ideas. Methods need to be used to summarize the discussions of news articles as well. Students will work together on this by developing a Wiki.

#### ITGS Case Study (Paper 3)

- Inquiry questions and scope of the secondary and primary will be formulated from the onset.
- Secondary research must be conducted in order to understand the context of the case study.
- Primary research (investigations, visitations, presentations by relevant stakeholders) must be clearly stated and included in the answers on Paper 3
- Wherever possible students will engage in collaborative research within the class or with other ITGS classes.

#### ITGS Extended Essay

- Students must have a copy of the EE guidelines and follow the descriptions for the EE, criteria and ITGS specific information (see pages 1-33, 112-118 of the ITGS subject guide for more information).
- Independent research is an essential aspect of HL paper 3 and the Extended Essay.
- Students must develop an ITGS Extended Essay based on the criteria and a structured research process. Some of the topics and articles on ITGSopedia may help in identifying an area to investigate.
- Students must regularly consult at key stages with their supervising teacher.

Grades will correspond to projected IB marks based on the course goals and expectations articulated in the ITGS Guide. Letter grades will correspond to IB scaled marks using the following format:



## GRADING SCALE

A	80-100
B	70-79
C	60-69
D	50-59
F	0-49

Class grades can be found via [MISTAR Parent Portal](#). Zeros count against your progress and should be concerning.

All coursework has been designed and developed to prepare students for success on the ITGS Internal and External Assessments. Letter Grades will be earned based on formative and summative assessments including guided learning activities, weekly vocabulary tests, homework, and collaborative projects. Predictive grades will be determined and reported based on the aforementioned grade boundary scale. Low/high ranges of marks will result in a +/- letter grade (i.e. a 87 translates to a B+).

Your final course grade will be earned and calculated as follows:

40% First Quarter (Marking Period) Grade

40% Second Quarter (Marking Period) Grade

20% Final Exam Project

## LATE WORK POLICY

Work is due by 11:59 pm of the due date. A 10 mark grading penalty will be applied to all late work however each student gets 3 “late passes” each semester to use to extend the deadline of an assignment. No permission is required to use these, just use them. Post the words “I want to use a late pass” in the comments section of the assignment submission. Late passes are available to account for the various problems and situations that can occur in real life, allowing a little extra time to turn in quality work. Keep in mind that three passes is not much, students should always plan to meet deadlines and save their late passes for real emergencies, etc. I will account for late assignments by posting a comment via Edmodo (LATE) and via MISTAR and will keep track of late passes as we progress through the course. This system helps me be equitable when assessing late work so that all students earn final marks in the same way. If there are ever extremely exceptional circumstances please just contact me about providing any necessary accommodations ahead of time. Late passes can NOT be used for tests or final unit projects. If an assignment or unit project has not been submitted due to an excused absence, students will have one extra school day per day of excused absence to complete it without a reduction in grade. Students who are unexcused on the due date of an assignment or unit project will not receive credit for that respective assignment or project.

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## DIGITAL CITIZENSHIP

Students using web-based educational tools are expected to act safely by keeping personal information out of their posts. Do not post or give out:

- Your home address, date of birth, passwords, links or ANY other content unrelated to the course.
- ANY information or comments about another student or staff member.

Students using web-based educational tools agree to not share their username or password with anyone besides their teachers and parents. You agree to never log in as another student.

Students using web-based educational tools are expected to treat them as classroom spaces. All speech that is inappropriate for class is also not appropriate for posting. While we encourage you to engage in debate and conversation with other students online, we also expect that you will conduct yourself in a manner reflective of a representative of this school as outlined in the Acceptable Use Policies in the FPS Student Code of Conduct.

Student web-based educational tools are forums for student expression; however they are first and foremost tools for learning and as such will sometimes be constrained by the various requirements and rules of classroom teachers. Students will be posting solely on topics directed by classroom instruction. Failure to comply can result in loss of FPS computer access and/or credit.



Student web-based educational tools are to be vehicles for facilitating the discussion and analysis of course content. Responses should always be respectful and helpful; if you receive or notice a comment that is not respectful, please inform the teacher right away. Do NOT respond to the comment.

Students who do not abide by these terms will be subject to appropriate disciplinary action as outlined in the Student Code of Conduct.

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## **SCHOOL SUPPLIES**

Please bring paper, a pen, and a pencil to class each day.

If possible, please bring in some unscented alcohol based surface wipes and hand sanitizer to leave in the classroom. If each student can donate a small hand sanitizer pump container or a packet or two of wipes we should have enough to keep the workstations and our hands clean throughout the entire semester.

## ITGS LEARNING CONTRACT

I have read and understand the information contained in this course syllabus including the digital citizenship contract, have checked out the required textbooks, and have joined the class Edmodo Group.

Syllabus: <http://goo.gl/gzuvgr>

I fully understand and agree to all aforementioned policies and conditions.

Student's Printed Name \_\_\_\_\_

Student's Signature \_\_\_\_\_

Student's Printed **Gmail** Address \_\_\_\_\_

Date \_\_\_\_\_

Parent's Printed Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Parent's Printed Email Address \_\_\_\_\_

Date \_\_\_\_\_

### **Students and Parents: Please initial next to each statement and sign and date the bottom prior to Week 2.**

We acknowledge that we have joined the Edmodo Group for this class \_\_\_\_\_

We acknowledge that we have received and have critically read and agree to be accountable for maintaining the [Academic Integrity Code](#) throughout the duration of the course. \_\_\_\_\_

### **Student: Please initial next to each statement.**

I agree to check the Edmodo group daily and participate in all online discussions as directed. \_\_\_\_\_

I understand that class time will not be used for makeup work or for planned HOMEWORK learning experiences. \_\_\_\_\_

I agree to meet all due dates communicated via Edmodo. \_\_\_\_\_

I agree to complete required reading and homework assignments throughout the course. \_\_\_\_\_

I understand how grades will be earned and have reviewed grading scales and the late work policy outlined in the syllabus \_\_\_\_\_

I will do my best to not let my mobile device distract me from learning and participating in class \_\_\_\_\_

I will do my best to ask for additional help or support when needed and plan to utilize IST time appropriately \_\_\_\_\_

### **Teacher: Please initial each statement**

I agree to always do my best to support student learning. \_\_\_\_\_

I agree to do my best to contact parents and / or additional staff whenever I feel it would benefit student achievement. \_\_\_\_\_

I agree to do my best to design and develop meaningful learning experiences that meet the needs of all learners. \_\_\_\_\_

Teacher's Printed Name \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_